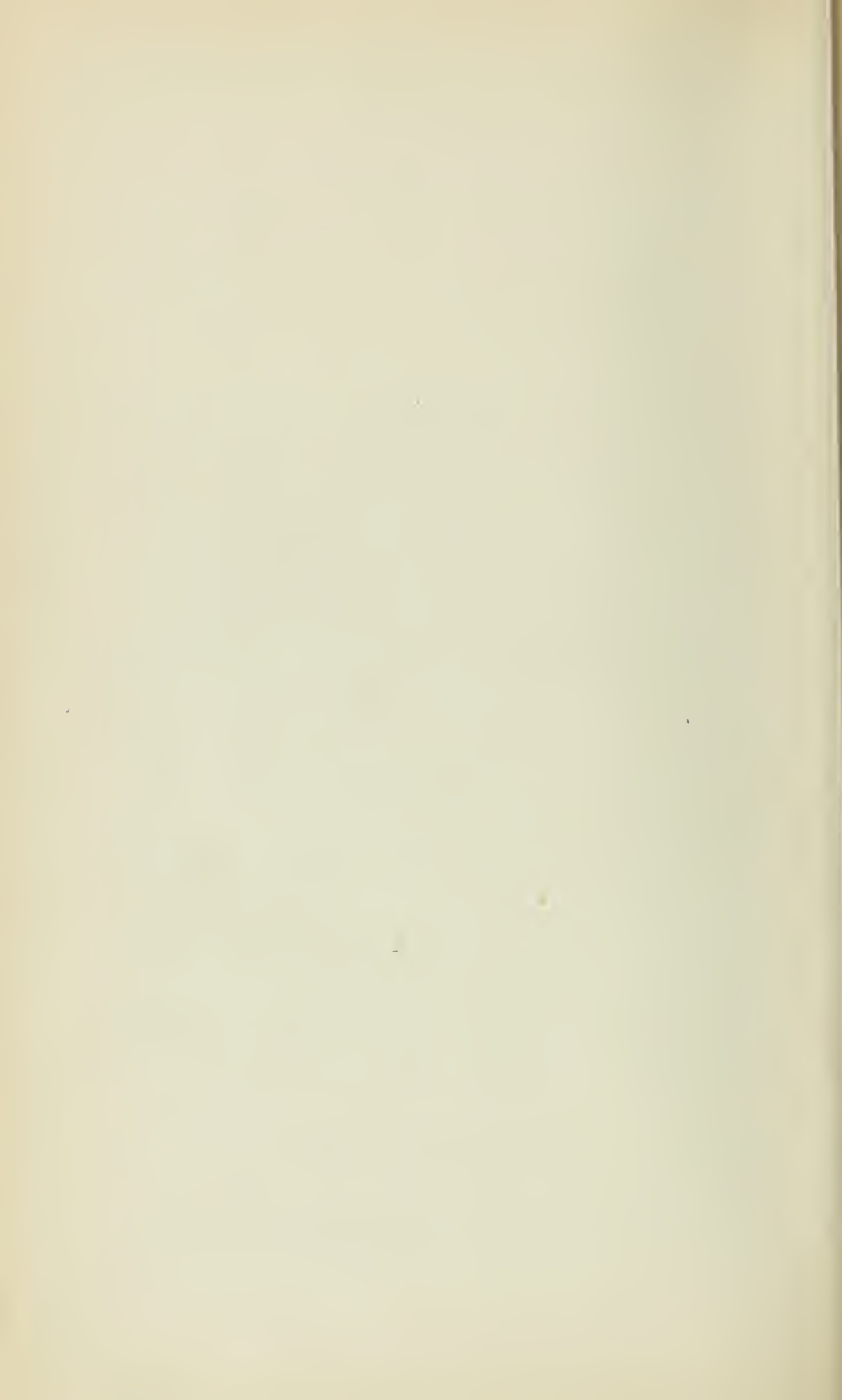


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BUREAU OF EDUCATIONAL RESEARCH
COLLEGE OF EDUCATION

Special School Features Reported by
Illinois Superintendents and
Principals

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Special School Features Reported by Illinois Superintendents and Principals

Introduction. It is the purpose of this circular to summarize briefly the responses received to a request sent to the county and city superintendents and high-school principals of Illinois, that they report to the Bureau of Educational Research features of their schools which they considered unusual or especially worthy of mention. Although the number of responses was much smaller than was hoped for, those received contained enough items of interest and value to others that it seemed worth while to make them available in this form. Thus, those who are interested in features of various types may know where they exist and so be able to secure information concerning them, either by correspondence or by visitation. There are, of course, numerous other features of systems in the state that might have been reported equally as well as those that were mentioned. These include many quite similar to those reported, and, in some cases, possibly more desirable. It has, however, seemed best to limit this summary to the items mentioned in the responses to the request, either by letters or by mimeographed or printed material describing them, with the addition of a few called to the attention of members of the Bureau staff when they were visiting systems, most if not all of which had already reported other items. Also, it seemed best not to be highly critical, but to list practically all points considered worth mentioning by superintendents and principals, even though in some cases they are trivial and not in accord with the best practice.

It is possible that one or more publications dealing with certain features barely mentioned in this summary will be prepared later. Since, however, if these are prepared, they will be concerned with a comparatively small number of the features reported, the writer wishes to suggest to superintendents and principals that in many cases the items they mentioned in their responses are of sufficient interest and merit to be worth writing up for publication, submitting to some educational periodical, and thus making known to the educational public. Furthermore, the Bureau of Educational Research, even though it sends out no more requests similar to the one of last autumn, will be glad at any time to receive accounts of unique and especially good features of school systems in the state, and any mimeographed or printed material that has been issued dealing with school organization and activities. The members of the Bureau staff who have examined

the material already sent in have profited thereby, and have found it useful in assisting them in answering inquiries from other schools in the state.

Responses to the request were received from eighty-four superintendents and principals. These included nine county superintendents, thirty-seven city superintendents, and thirty-eight high-school principals. The latter two groups were distributed as follows, by size of systems:

CITY SUPERINTENDENTS		HIGH SCHOOL PRINCIPALS	
<i>Enrollment</i>	<i>Number</i>	<i>Enrollment</i>	<i>Number</i>
5,000-more.....	2	1,000-more.....	13
2,500-4,999.....	8	500- 999.....	7
1,000-2,499.....	6	300- 499.....	4
500- 999.....	6	100- 299.....	8
1- 499.....	15	1- 99.....	6
<i>Total</i>	<i>37</i>	<i>Total</i>	<i>38</i>

In the following summary, the items reported are grouped in fifteen sections, under as many heads, one of which is "Miscellaneous." A few items are listed in more than one section. Under each head, the names of the schools or systems reporting items are given, with brief statements indicating something of the natures of the features reported. No building features are mentioned because the Bureau is preparing a publication devoted entirely to this topic, in which these points will be dealt with much more fully than is possible herein.

Accounting and Budgetary Procedures. Four administrators reported something of this sort. The Cerro Gordo Comm. H. S. accounting system was selected by Weber as a desirable model for small school systems. (See Weber, O. F. *Problems in Public School Administration*. New York: Century Company, 1930, Chapter 21.) The system at LaSalle-Peru Twp. H. S., a much larger school, is more elaborate. The distinctive feature in Proviso Twp. H. S. at Maywood is a business manager in charge of all physical assets and certain financial operations. Shelbyville has a monthly financial report by the superintendent to the board in connection with the administration of the budget.

Activity Programs. A comparatively large number of schools reported features belonging here. Flanagan and South Beloit H. S. have assemblies largely planned by pupils.

Alden Comm. H. S. reported unusually full athletic eligibility provisions. Two elementary schools, Assumption and Cottage Grove at Chicago Heights, mentioned their general athletic programs.

Proviso Twp. H. S. at Maywood, Reddick Comm. H. S., and Shelbyville reported special dramatic work. The first has a play

tournament, the second, frequent dramatic work before the whole school, whereas Shelbyville is just starting its work of this sort.

Six responses mentioned publications of some sort. Bardolph Comm. H. S. has a yearbook for pupils and patrons concerning the organization, administration, and curriculum of the school. Deerfield-Shields Twp. H. S. at Highland Park has an annual that is distinctive for its size, being about nine by four and one-half inches, the fact that it is composed entirely of pictures with accompanying titles and explanations, and its high quality. The same school also reported a weekly paper. Flanagan H. S. has an unusual system of letters to parents and eighth-grade graduates. LaSalle-Peru Twp. H. S. issues an unusually elaborate series of publications dealing with a number of features of the school and its work. The Logan Co. School Messenger, issued by the county superintendent's office at Lincoln, is a six-page publication appearing several times a year. Neoga Twp. H. S. prepares a small handbook.

Systems of student government were reported from Brocton Elem. S., Crane Tech. H. S. of Chicago, and Walnut Comm. H. S.

General programs of extra-curricular activities were mentioned by Cook Co., East St. Louis H. S. and Lafayette Twp. H. S.

Other features were reported by Maine Twp. H. S. at Des Plaines and Shelbyville H. S., which mentioned especially activities during regular school hours; Tilden Tech. H. S. of Chicago, which operates a Civic Fund plan; Lincoln Elem. S., which have an unusual program of outside reading; Mt. Vernon Twp. H. S., in which the girls' activities are well developed; Proviso Twp. H. S. at Maywood, which has a Girls' League, Latin and mathematics clubs, and frequent moving pictures; Roosevelt H. S. of Chicago, which took the lead in organizing a very remarkable International Drawing Exchange involving about seventy-five countries, that has been permanently established; Villa Grove Elem. S., which have an unusually well-developed play program; and Villa Park Elem. S., which have special club activities.

Character and Social Education. Carterville Comm. H. S. has worked out a plan for character rating which yields marks that become parts of the permanent records. Cerro Gordo Comm. H. S. has a plan of self-analysis by pupils. Lindblom H. S. of Chicago has a number of periods of social instruction and direct character teaching each semester. Collinsville Twp. H. S. reports work on a character-education program. A portion of the activity program of Cook Co. rural schools is devoted to citizenship and character training. Dana Twp. H. S. reports much incidental attention to this phase of edu-

cation. Throughout Macon Co. character building is emphasized through readers, other books, and biographies. Lincoln Elem. S. make considerable use of the direct method of character education, based on a definite course of study. Villa Park Elem. S. have a definite system with a report card providing for some grading along this line. Walnut Comm. H. S. has devised and uses a self-scoring citizenship score card.

Community Relations. The Chicago system provides an outstanding example of an advisory council selected by the superintendent to advise the school administration. Coles Co. has a combined teachers'-farmers' annual institute each fall. In Macon Co. P. T. A. and community clubs appear to be unusually well developed. The latter are also active in Cook Co. Hopkins Twp. H. S. at Granville reports unusual cooperation with patrons, and interest and help on their part. The Social Center building and organization of LaSalle-Peru Twp. H. S. is a unique institution, described in a pamphlet issued by the school. It provides recreational facilities of a number of types. P. T. A. clubs in Lincoln Elem. S. are reported as well organized and active.

Curriculum Construction and Content of Courses. A comparatively large number of schools reported work along this line, as follows:

- Ashland Elem. S.—General in upper grades
- Belleville Twp. H. S.—Music
- Bridgeport Twp. H. S.—Oil field mechanics
- Casey Twp. H. S.—Commercial, music, vocational agriculture, general
- Cicero Elem. S.—Mimeographed courses worked out and for sale in almost all subjects
- Collinsville Twp. H. S.—English
- Cook Co.—Social science, language, health, and so forth.
- Deerfield-Shields Twp. H. S., Highland Park—Building trades
- Dwight Elem. S.—Science
- East St. Louis H. S.—General, based on unit plan
- Elmhurst Elem. S.—General, based on unit plan, reading
- Eureka H. S.—Band
- Evanston Elem. S., Dist. No. 76—Many electives in Grades VII-VIII
- Harrisburg Elem. S.—Citizenship in Grades I-VI
- Lafayette Twp. H. S.—Arrangement of subjects and required work, English
- LaSalle-Peru Twp. H. S.—Office practice
- Lincoln Elem. S.—Outside reading
- Pike Co.—General supplement to state courses
- Princeton Twp. H. S.—Freshman science
- Proviso Twp. H. S., Maywood—English, French, Latin, mathematics, music
- Roosevelt H. S., Chicago—Drawing
- Sangamon Co.—Reading
- Shelbyville Elem. and H. S.—Social science

South Beloit Comm. H. S.—Music

Streator Elem. S.—Geography

Tilden Tech. H. S., Chicago—Shop mathematics for two-year vocational students, English for the same students and for others who are inferior

Villa Park Elem. S.—Upper-grade English, mathematics, science, social science

Waukegan Twp. H. S.—English, general science, music

Winnebago Co.—General

General Organization. Under this are a number of more or less miscellaneous matters having to do with the organization of school systems. Ashland, Assumption, Dist. No. 76 of Evanston, Olney, Shelbyville, and Villa Grove report special junior-high or intermediate-school features. Belleville Twp. H. S. has seventy-minute periods, but is planning to change so that freshman and sophomore work is in four eighty-five and one forty-five minute periods, and junior and senior work, largely in forty-five minute ones. Casey Comm. H. S. has the last period of each day for home-room activities and study. Lincoln Elem. S. reported an unusually fine relationship and division of duties between the board of education and the superintendent. The upper grades of the Olney Elem. S. have all recitation sections composed entirely of either boys or girls. Peoria H. S. has two complete programs of seven periods each in the day, with three of them overlapping, so that the building is in use eleven periods. Also, it is quite distinctive in having a dean of boys as well as a dean of girls. Proviso Twp. H. S. at Maywood mentioned the work of the business manager, who has oversight of a number of matters frequently looked after by someone else. Winnebago Co. seems to have carried out an unusually complete program in its rural schools, including such features as demonstration meetings, school supervised visiting days, and other helpful features. Belleville provides a special school and Elmhurst special rooms for elementary children having unusual difficulty with their work.

Guidance, Personnel, and Disciplinary Work. Among high schools reporting general systems of guidance were Belleville Twp. H. S., Maine Twp. H. S. at Des Plaines, Dundee Comm. H. S., LaSalle-Peru Twp. H. S., and New Trier Twp. H. S. In its Bureau of Educational Counsel, LaSalle-Peru Twp. H. S. has outstanding provisions. Tilden Tech. H. S. of Chicago has special guidance for failing freshmen. Chicago has unusually complete provisions for taking care of delinquents. Cottage Grove Elem. S. at Chicago Heights reports unusual methods and success in handling disciplinary problems. Moline H. S. has a special probation plan for pupils whose effort is unsatisfactory.

Health and Physical Education. Chicago, LaSalle-Peru Twp. H. S. with its Hygienic Institute, of which a printed description can be secured, and Lincoln Elem. S. have good health work. Belleville Elem. S.'s full-time dentist, Chicago's recreation program, Kewanee's demonstration of the physical-education program. Lafayette Twp. H. S.'s provisions for intramural competition, Oak Park-River Forest Twp. H. S.'s program, and Villa Grove Elem. S.'s playground activities are all somewhat unique.

Instructional Methods. Belleville Elem. S., Casey Twp. H. S., Crane and Tilden Tech. H. S. of Chicago, Dundee Comm. H. S., Proviso Twp. H. S. at Maywood, and Streator and Villa Grove Elem. S. mentioned ability grouping and other provisions for adapting instruction to individual abilities.

Unusual attention to study is being given in Carbondale and Cerro Gordo Comm. H. S., and Lafayette and Mt. Vernon Twp. H. S. At Carbondale there is a special teacher for each study hall, who does no teaching; at Cerro Gordo, lists of directions for teachers to follow in guiding pupils' study; at Lafayette, an attempt to have pupils study each subject under the regular teacher thereof, without having formally organized supervised-study periods; and at Mt. Vernon, a system of assignment of pupils to the library for certain study hours. East St. Louis H. S. is emphasizing pupils' notebooks and workbooks, and Rosiclare Comm. H. S., the taking of notes on both texts and outside reading. Charts showing the difficult points in each subject have been worked out and are employed at Collinsville Twp. H. S.

Casey Comm. H. S. makes special use of moving pictures in science work, Moline H. S. has a room devoted entirely to visual education and makes extensive use thereof, and Riverdale Elem. S. teach primary reading largely by the visual method.

Tilden Tech. H. S. of Chicago reported the use of phonograph records in the teaching of French pronunciation. Harrisburg Elem. S. are giving special attention to lesson plans, employing a weekly form for this purpose. Casey Comm. H. S., East St. Louis H. S., and Elmhurst Elem. S. mentioned the use of the unit plan.

Libraries. Assumption Elem. S. has library facilities on each floor of the building. In Flanagan H. S. pupils compile permanent notebooks and make collections for later library use. An unusually good selection of nine thousand volumes may be found in the LaSalle-Peru Twp. H. S. library. In Mt. Vernon Comm. H. S., training in the use of the library seems to be very good.

Records and Reports. Schools submitting items under this head were as follows:

Belleville Elem. S.—Report card

Cartersville Comm. H. S.—Activity record, character rating sheet

Macon Co.—Report card showing progress in subject-matter, habits, attitudes, and characteristics

Elmhurst Elem. S.—Superintendent's annual report

Jacksonville—Time reports for superintendent, principals, and building superintendent; report card showing progress in subject-matter, habits, attitudes, and characteristics

Lincoln Elem. S.—Report card for scholastic and personal records

Mattoon—Attendance cards for Grade I, Grades II-IV, V-VI, Jun. and Sen. H. S., each providing for rating on achievement and citizenship and ample space for comments by both teacher and parents

Nebo H. S.—Test record sheet

Neoga Twp. H. S.—“Kardex” file for recording attendance, failures, and notices to parents

North Chicago Elem. S.—Card based on grade point system

Princeton Twp. H. S.—Failure card

Shelbyville—Superintendent's monthly financial report

Villa Park Elem. S.—General report card

Wellington Twp. H. S.—Permanent record card, daily attendance record

Supervision. In Assumption Elem. S., circulars are used to good effect in supervision. In those of Elmhurst, supervisors of special subjects give assistance as requested by teachers and principals, rather than according to a fixed schedule. Jacksonville reports the use of a principal's time report as stimulating supervision. In Lincoln Elem. S. the two largest buildings have full-time supervising principals, one of whom gives special attention to primary work throughout the system, and the other, to intermediate work. The superintendent serves as principal of the seventh and eighth grades.

Teachers. Cook Co. and Shelbyville mentioned teacher rating. In the former, a score card has been worked out that appears to be used in a very satisfactory way, whereas in the latter some self-rating has been employed. Thompsonville H. S. reported unusually helpful weekly teachers' meetings.

Testing and Marking. Cook and Winnebago Co. reported development of tests in connection with curriculum construction. Dana Twp. H. S. has an exemption system, by which some pupils are excused from two of the four long examinations. In Kewanee Elem. S. special attention has been given to testing phrase recognition, and in Streator Elem. S., to testing in arithmetic and geography. Nebo H. S. has worked out an individual pupil test record sheet for American history, in which numerous tests are given.

Belleville Elem. S. gives no marks on achievement in the several subjects except checks when effort is unsatisfactory, but use B, C, and D on deportment and effort. Cerro Gordo Comm. H. S. has developed a quite complete point system for use in physics. In Collinsville Twp. H. S., definite requirements for each mark, coupled with an unusual marking system, are in effect. Dwight uses a double system, employing both percentile marks and marks that show which quarter of the class each pupil is in. Hopkins Twp. H. S. at Granville has worked out definite specifications under several headings for each scholarship mark and school citizenship rating. North Chicago Elem. S. make use of a grade point system, such as is employed by many colleges and a few high schools. Rolla has adopted a standard of converting numerical into letter grades, and vice versa. Rosiclare Comm. H. S. reports the use of only three marks, superior, pass, and fail. From Walnut Comm. H. S., an experiment is reported in which teachers, pupils, and parents all marked pupils on a citizenship score card. In Waverly H. S., each study-hall teacher reports every six weeks effort grades for each pupil under him.

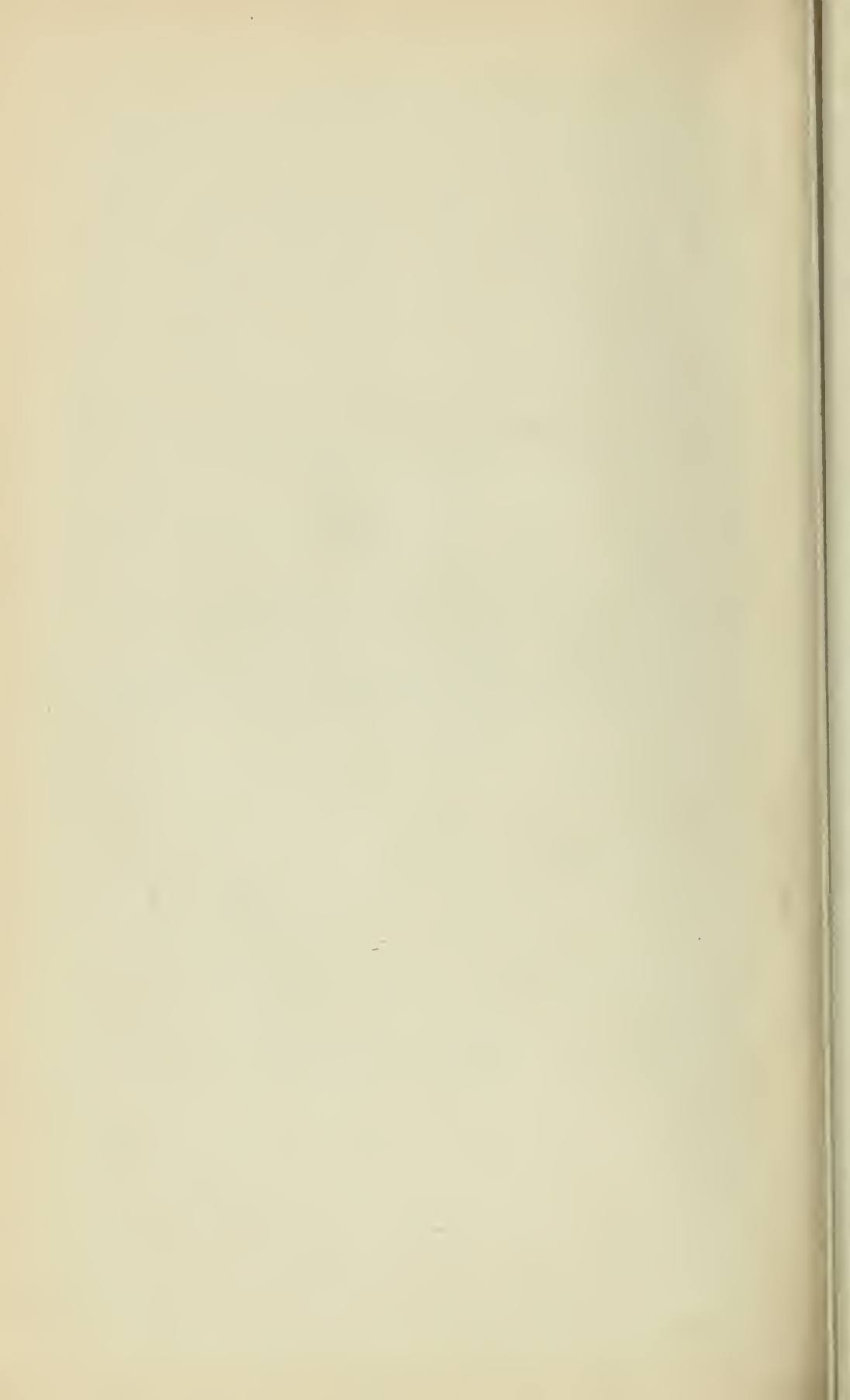
Miscellaneous. A number of miscellaneous items, which seem not to belong under the heads already given, are included here. Christian Fenger H. S. of Chicago and Olney Twp. H. S. reported carefully worked out plans for registration and program making. Flanagan H. S. and Leroy Twp. H. S. mentioned excellent school spirit, and the former cites the interest taken by pupils in beautifying the grounds as evidence thereof. Hopkins Twp. H. S. at Granville is quite distinctive among smaller schools in its art exhibit and museum. John Swaney Comm. Elem. S. at McNabb is unusual in maintaining its own book store, a practice which is, however, fairly common in high schools. John Swaney Twp. H. S. at McNabb has a dormitory for boys and a cottage for girls who wish to board and room at the school. There are also provisions by which such pupils receive their board and room in return for janitorial and housekeeping service about the buildings. Tilden Tech. H. S. of Chicago has been raising over a thousand dollars annually for scholarships, mostly for graduates going to college, but to some extent for students within the school.

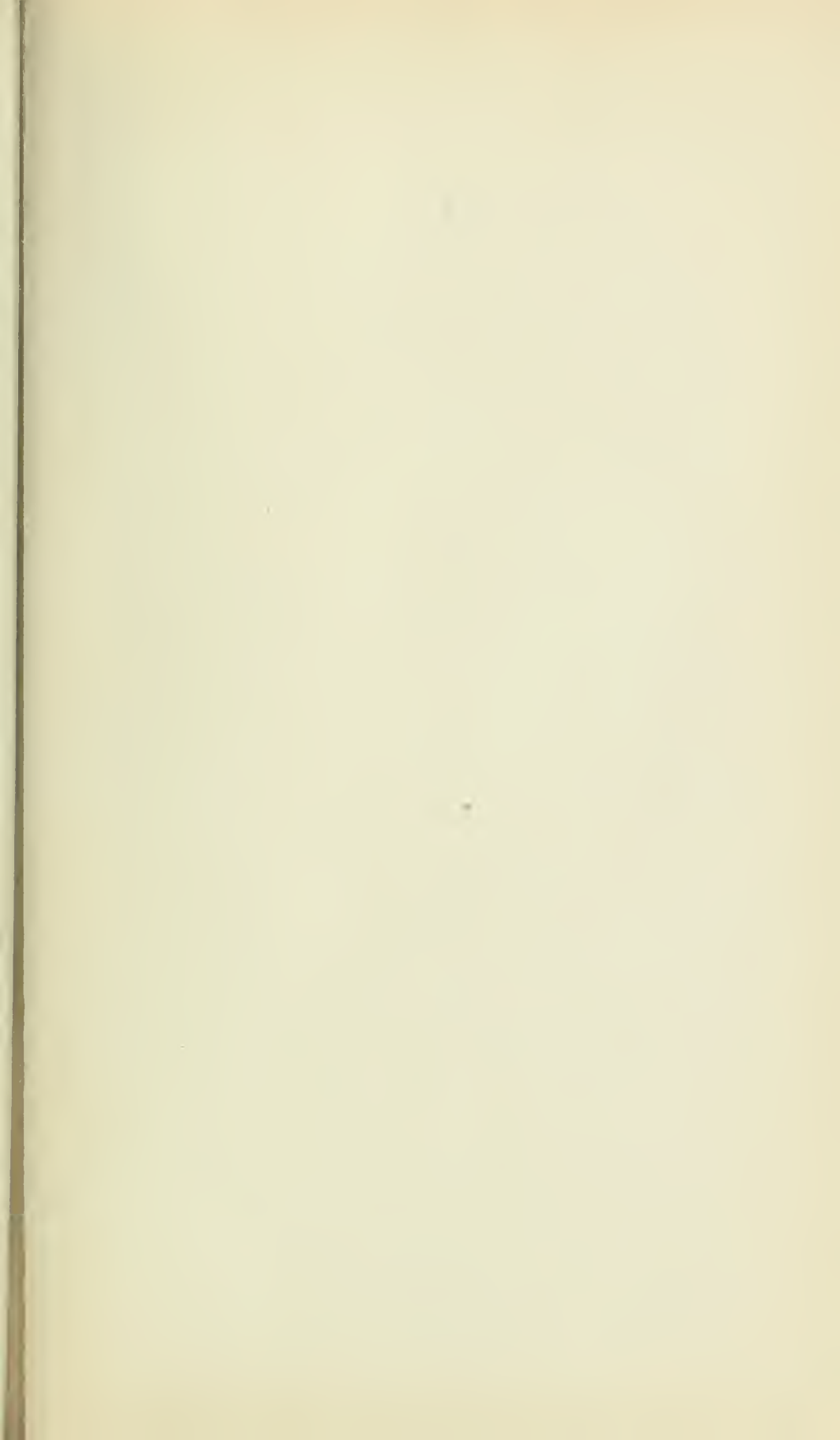
The Bureau of Educational Research wishes to remind those who receive this circular that it is its policy to distribute free of charge sufficient copies of its publications that superintendents and principals may give them to their teachers. Many of its publications are either entirely out of print, or so nearly so that this cannot be done with them, and others are probably not of sufficient interest to class-room teachers to be appropriate for this purpose. The bulletins listed below, however, are presumably of such interest, and are still on hand in sufficient quantities that requests for fairly large numbers can be fulfilled in the immediate future at least.

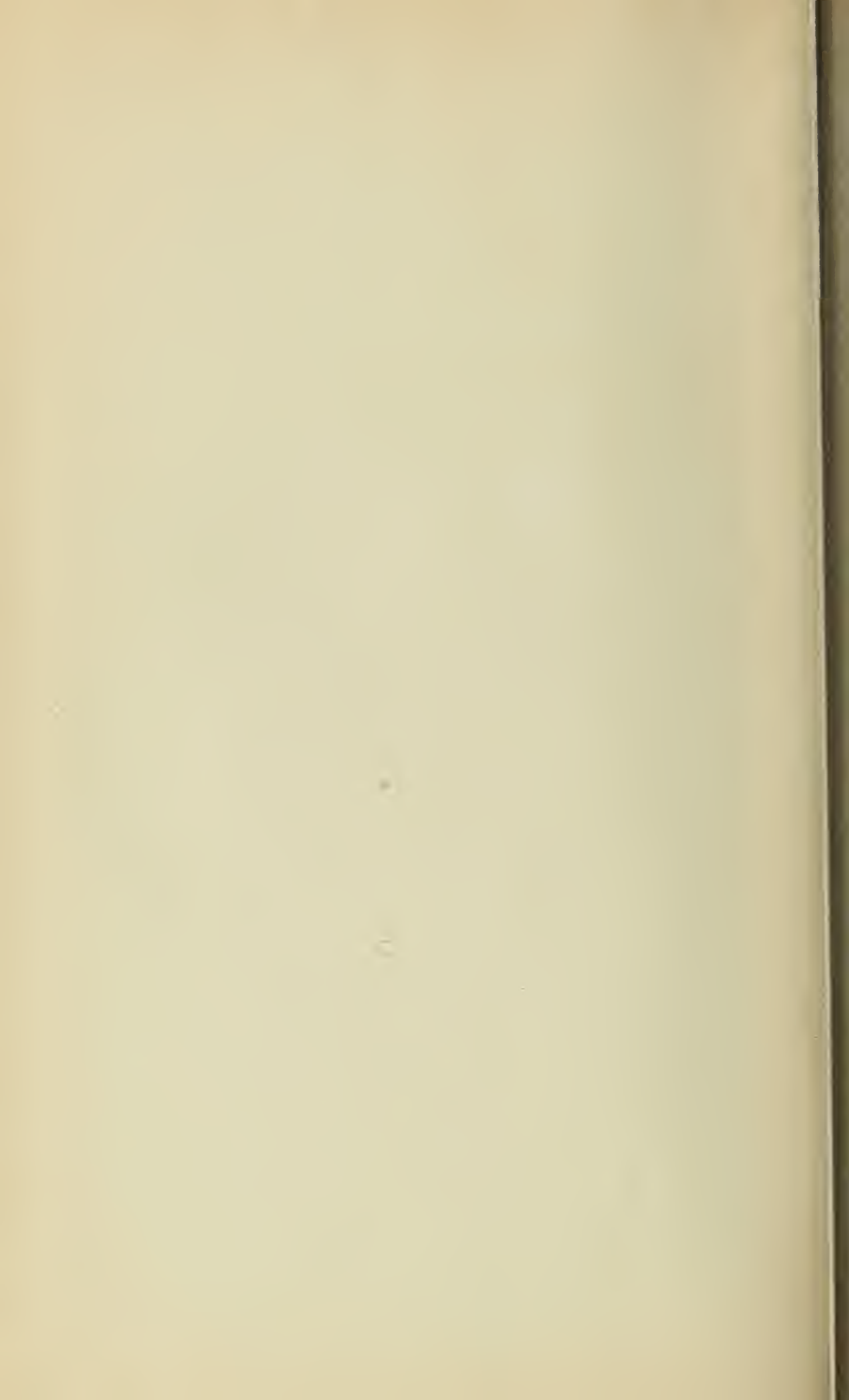
- No. 33. Monroe, Walter S. and Herriott, M. E. Objectives of United States History in Grades Seven and Eight.
- No. 44. Monroe, Walter S. How Pupils Solve Problems in Arithmetic.
- No. 51. Monroe, Walter S. and Engelhart, Max D. Stimulating Learning Activity.
- No. 56. Hendrix, S. Gertrude. Teaching Devices on the High-School Level.
- No. 58. Monroe, Walter S. and Engelhart, Max D. A Critical Summary of Research Relating to the Teaching of Arithmetic.

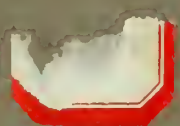
Also the following circulars:

- No. 24. Nolan, Aretas W. The Project in Education with Special Reference to Teaching Agriculture.
- No. 27. Streitz, Ruth. Educational Diagnosis.
- No. 32. Miller, F. J., Flickinger, R. C., Sargent, Rachel L., Luke, Ethel J., Thompson, Glenna D., and others. Latin in High Schools.
- No. 42. Herriott, M. E. How to Make a Course of Study in Reading.
- No. 46. Herriott, M. E. How to Make Courses of Study in the Social Studies.
- No. 47. Alter, Donald R., Duguid, Genevieve, Kukets, Walter R., McHarry, Liesette J., Taylor, S. Helen, and Thomsen, Anne. Instructional Activities in the University High School.

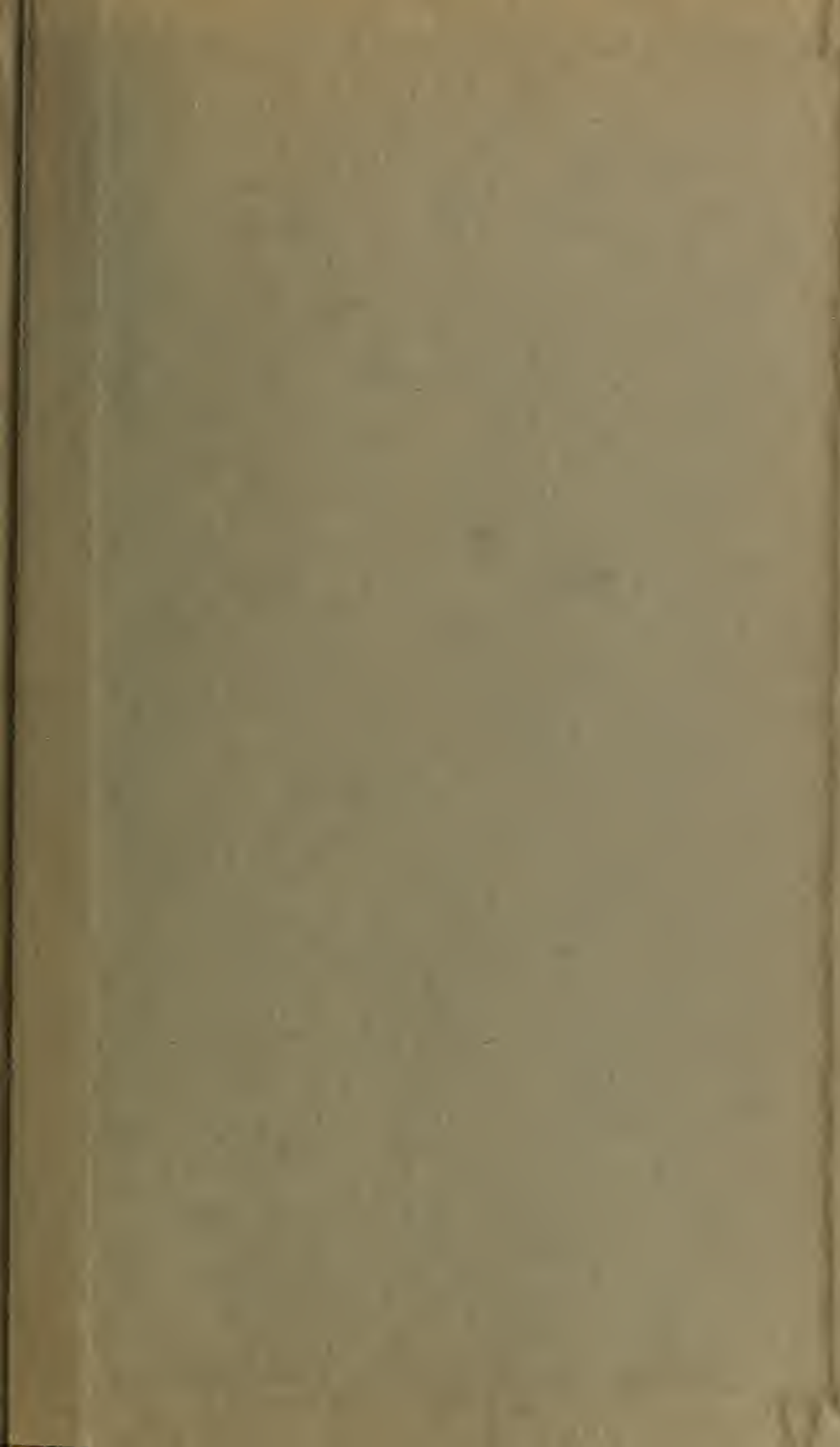












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